



Hand Middle

2600 Wheat Street
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	835 Students	
Principal	Marisa Vickers	803-343-2947
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Good
2006	Average	At-Risk
2005	Good	Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

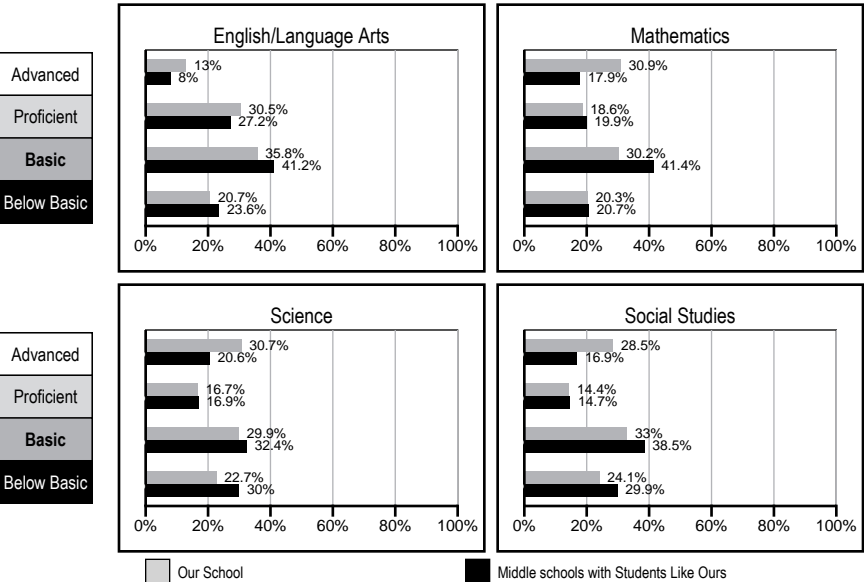
94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	27	13	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.3	98.3
English 1	0	97.3
Physical Science	0	65.5
All Subjects	98.3	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=835)				
Students enrolled in high school credit courses (grades 7 & 8)	66.8%	Up from 65.3%	27.0%	19.4%
Retention rate	1.5%	Down from 3.0%	1.7%	1.8%
Attendance rate	96.2%	Up from 96.0%	95.8%	95.8%
Eligible for gifted and talented	33.1%	Down from 33.3%	18.8%	15.3%
With disabilities other than speech	12.2%	Up from 11.6%	13.1%	12.9%
Older than usual for grade	1.7%	Up from 1.6%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 0.8%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	66.2%	Down from 68.2%	57.6%	55.0%
Continuing contract teachers	72.3%	Down from 77.3%	74.5%	70.6%
Teachers with emergency or provisional certificates	5.2%	Down from 6.8%	5.0%	5.4%
Teachers returning from previous year	88.5%	Up from 88.1%	86.8%	83.4%
Teacher attendance rate	96.0%	Up from 95.7%	95.1%	94.9%
Average teacher salary	\$47,311	Up 4.7%	\$45,259	\$44,706
Professional development days/teacher	12.6 days	Up from 12.3 days	13.2 days	11.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	3.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.0 to 1	22.5 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 90.4%	89.4%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.2%	Down from 100.0%	98.9%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,104	Up 9.3%	\$6,544	\$7,097
Percent of expenditures for instruction*	74.6%	Down from 75.5%	64.3%	64.4%
Percent of expenditures for teacher salaries*	71.3%	Down from 71.8%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

During 2007-2008 school year, Hand Middle School had many outstanding achievements. These included 37 S.C. Junior Scholars, 63 Middle School Scholars, 9 Duke TIP Scholars, and the first-place middle-level Academic Team in Richland School District One. Hand continues as an Exemplary Writing Hall of Fame school through the South Carolina Department of Education. A student earned the Richland District One Lieutenant Governor's Writing Award. Two students were recognized as the Richland Conservation District Essay winners. Hand is the home of the 2008 Richland District One Teacher of the Year. Hand received the 2008 Palmetto Silver Award from the South Carolina Department of Education, one of only 14 middle schools in the state. The Education Oversight Committee awarded Hand the 2008 Historically Underachieving Group (HUG) Award. Hand held the annual Family Reading and Math Nights. A Hand student achieved first-place honors for journalism in the Millennium Magazine's annual competition. Three students were accepted into the Governor's School for the Arts. At the Region II Science and Engineering Fair, three students were recognized for outstanding achievement, including outstanding achievement for a Best 8th Grade Project Award and the USC Young Science Challenge Award. The Comprehensive Remediation Program, the mPowered Mentoring Program, and African American Promise provided subject-area support and assistance. Hand continued as an Arts in the Basic Curriculum site, receiving grant funding for arts instruction and integration. Single-gender classes began as a choice program in the sixth grade for all core academic subjects. One hundred percent of teachers completed technology portfolios. A technology specialist coordinated technology planning and strategies integrating information literacy standards. One hundred percent of the staff is highly qualified.

The Hand community helped to foster success in the school. The PTO sponsored parent information sessions. The School Improvement Council reviewed construction progress and safety procedures, as well as student achievement. The Foundation focused efforts on planning for a school and community amphitheatre. Supporting the amphitheatre, the Foundation sponsored our Mardi Gras celebration. The Cluster of Churches brought in volunteers and resources. The dean of students provided additional assistance for student and community needs. The Student Council assisted with raising funds for Pennies for Patients. The Beta Club supported Harvest Hope Food Bank, Fall for Reading, Earth Day clean-up and school supply drive.

To improve the success of all students in all English language arts and math, the students participated in benchmark and the Measure of Academic Progress (MAP) testing. For students in need of additional assistance in reading and math, lab courses were offered. Challenges include the ongoing needs of students whose families live in poverty, the removal of portables and relocation into the building, and the ongoing challenge of aligning instruction and assessment to the state standards. Community and parent involvement continue to support our students.

Marisa P. Vickers, Principal Bonnie Volious, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	215	100
Percent satisfied with learning environment	100.0%	80.4%	89.9%
Percent satisfied with social and physical environment	100.0%	78.2%	81.0%
Percent satisfied with school-home relations	92.3%	86.3%	84.0%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	779	100	20.7	35.7	30.5	13	52.4	41.2	48.2	Yes	Yes
Gender											
Male	374	100	26.3	36.7	27.2	9.9	46.6	35	41.7	N/A	N/A
Female	405	100	15.8	34.8	33.5	15.8	57.5	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	286	100	7.9	24.9	44.4	22.7	75.1	73	60	Yes	Yes
African American	444	100	30.4	44.3	19.5	5.8	34.7	33.3	31.7	No	Yes
Asian/Pacific Islander	12	100	0	22.2	33.3	44.4	88.9	77.6	70.4	I/S	I/S
Hispanic	29	100	19.2	23.1	50	7.7	65.4	42.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	95	100	63.2	28.7	8	0	11.5	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	23	100	26.3	15.8	52.6	5.3	63.2	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	341	100	36.1	41.5	20.1	2.4	30.3	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	779	100	22.3	32.5	17.5	27.7	53.5	34.9	45.8	Yes	Yes
Gender											
Male	374	100	26.9	26.9	14.9	31.3	52.8	33.8	45.6	N/A	N/A
Female	405	100	18.2	37.5	19.8	24.5	54.1	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	286	100	9.4	18.8	20.9	50.9	77.6	71.2	59	Yes	Yes
African American	444	100	32.9	42.3	14.2	10.6	34.7	25.8	26.9	No	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	N/AV	N/AV	74.6	71.3	I/S	I/S
Hispanic	29	100	7.7	38.5	26.9	26.9	65.4	37.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	95	100	59.8	33.3	2.3	4.6	12.6	12.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	23	100	10.5	47.4	21.1	21.1	47.4	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	341	100	35.4	41.8	13.9	8.8	34.7	24.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	532	99.8	22.7	29.8	16.7	30.8	47.5	25.3	35.7	96.2	96.1
Gender											
Male	256	100	24.3	26.1	17.1	32.4	49.5	26	37.4	95.8	95.8
Female	276	99.6	21.4	32.8	16.4	29.4	45.8	24.6	33.8	96.6	96.3
Racial/Ethnic Group											
White	194	100	10.2	15.1	18.3	56.5	74.7	61.9	49.2	96.6	96.3
African American	301	99.7	33.1	41	14.3	11.7	25.9	16.4	17	95.9	96
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	97.4	96
Hispanic	23	100	14.3	28.6	28.6	28.6	57.1	25.7	24.9	96.8	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	94.6
Disability Status											
Disabled	64	100	52.6	35.1	7	5.3	12.3	8.9	14	95.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	18	100	20	20	40	20	60	25.2	24.4	97.9	96.7
Socio-Economic Status											
Subsided meals	230	99.6	35.5	40.6	14.2	9.6	23.9	15.1	21.1	95.5	95.8

Social Studies

All Students	525	100	24	33.1	14.5	28.5	43	27.2	34	96.2	96.1
Gender											
Male	257	100	24.8	29.1	15.8	30.3	46.2	28.1	36.6	95.8	95.8
Female	268	100	23.2	36.8	13.2	26.8	40	26.2	31.3	96.6	96.3
Racial/Ethnic Group											
White	202	100	10.6	25.3	13.1	51	64.1	60.9	44.5	96.6	96.3
African American	292	100	35.1	39.8	13.5	11.6	25.1	18.2	19.1	95.9	96
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	97.4	96
Hispanic	20	100	22.2	22.2	33.3	22.2	55.6	33.3	27.5	96.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	94.6
Disability Status											
Disabled	68	100	60.9	28.1	6.3	4.7	10.9	9.7	14.4	95.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	12	100	50	10	30	10	40	36.4	27.3	97.9	96.7
Socio-Economic Status											
Subsided meals	220	100	38.1	39.2	12.2	10.6	22.8	16.8	21	95.5	95.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	296	100	26.4	32.5	24.2	17	41.1
	7	270	99.6	26.1	28.6	34.4	10.8	45.2
	8	297	100	18	41	33.5	7.5	41
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	259	100	17.8	31.4	33.5	17.4	50.8
	7	279	100	23.1	37.6	31.4	7.8	39.2
	8	241	100	21.1	38.1	26.5	14.3	40.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	296	100	25.7	32.1	18.9	23.4	42.3
	7	270	99.3	29.6	27.9	16.7	25.8	42.5
	8	297	100	30.1	41	21.1	7.9	28.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	259	100	16.1	28	20.8	35.2	55.9
	7	279	100	20.4	32.5	14.9	32.2	47.1
	8	241	100	30.9	37.2	17	14.8	31.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	148	98	38.1	23.9	14.9	23.1	38.1
	7	270	100	19.4	25.2	19.4	36	55.4
	8	147	97.3	20.9	39.5	17.1	22.5	39.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	133	99.3	32.5	22.5	20.8	24.2	45
	7	279	100	17.6	34.1	12.9	35.3	48.2
	8	120	100	23.9	27.5	21.1	27.5	48.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	148	98.7	13.7	46.6	16.8	22.9	39.7
	7	270	99.6	25.6	31.4	11.2	31.8	43
	8	150	99.3	18.4	57.4	12.5	11.8	24.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	125	100	15.7	28.7	22.6	33	55.7
	7	279	100	29.8	30.6	8.6	31	39.6
	8	121	100	19.3	43	19.3	18.4	37.7

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample